



Lockport City School District
Align and Design K-5 Curricula with the Common Core Learning Standards
July 11-14, 2011

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Outcomes:

Participants will gain capacity as Race to the Top Network Equivalent Team Turn-Key Leaders by engaging in the following experiences:

- MONDAY: Unwrapping and gaining fluency with the Common Core Learning Standards for English Language Arts (CCLS).
- TUESDAY: Collaborating with grade level colleagues to unpack the qualities of a model unit that is aligned to the CCLS.
- TUESDAY AND WEDNESDAY: Using what is learned to co-write one model unit at each grade level and submit it for feedback.
- THURSDAY: Revise model unit.

Begin the first draft of a district level CORE map that is aligned to the CCLS.

Collaborating with colleagues, Network Equivalent Team members, and administrators to establish an action plan that will enable every teacher within the district to:

- Make consistent use of the model unit
- Design three additional units (one per quarter)
- Receive evidence-based feedback on the units
- Make use of the district level CORE map

This handout, additional resources and an archive of support materials may be found online here: **<http://tinyurl.com/6cb9she>**

As a member of this turn-key team, the best contributions that you make will arise from what you are uniquely passionate about as a professional. Your experiences (the things that you have done) and your expertise (the things you've become better at over time) make you a valuable contributor to our work. Please take some time to reflect on these qualities before we begin. Feel free to add to this list as our work together unfolds.

| My professional passions include.... | My experiences have taught me..... |
|--------------------------------------|---|
| | |
| These are my areas of expertise..... | This is what I'd like to know more about..... |
| | |

Gaining Fluency with the Common Core Standards

Part I: Diagnostic and Reflection

Working with your group, use the materials provided to construct a snapshot of the Common Core Learning Standards. As you work, consider the following questions. When you are finished, prepare to share your responses with the group as a whole. You will then compare the snapshot you created to the actual Common Core Learning Standards.

- As you did this work, what were you reminded of?
- In your opinion, what's most important about these standards?
- How did your thinking and/or your process for making sense of the standards change as you worked together?
- What relationships, patterns, and trends did you notice?
- What was most challenging about this work?
- What do you wonder?

Part II: Understanding the Construct of the CCLS

During Angela's visit to your building this spring and through our work here today, you have been provided a variety of resources and views of the CCLS.

- Which of them help you understand how the CCLS document is organized?
- Which resources would you recommend to others who are looking at the CCLS for the first time? Why?
- Which documents could be created to help others better understand the construct of the CCLS?

Modeling a Process for Unwrapping the Standards and Articulating Meaning

1. Approach each standard for your grade level one at a time.
2. Locate the **EXPLICIT** or stated expectations of the standard by:
 - Underlining the KEY CONCEPTS AND CONTENT (nouns or noun phrases that indicate what students must know)
 - Circling the CRITICAL SKILLS (verbs that indicate what students must be able to do)
3. Determine **IMPLICIT** expectations and articulate them as detailed concepts/content and skills by:
 - Analyzing and coming to an agreement about additional key concepts that students must know and critical skills that students must perform in order to meet the expectations of the standard.
4. Articulate what each standard means by defining explicit AND implicit content and skills using the graphic organizer structure provided.

Example:

| | |
|---|---|
| STANDARD: RL.K.1 With prompting and support, ask and answer questions about key details in a text. | |
| UNWRAPPED STANDARD: With prompting and support, <u>ask</u> and <u>answer</u> <u>questions</u> about <u>key details in a text</u> . | |
| CONCEPTS and CONTENT: Questions Key details in a text: <ul style="list-style-type: none"> • Main character • Setting • Problem • Main idea | SKILLS: Prompt to Ask (questions) Prompt to Answer (questions) Prompt to Identify (key details in a text) |

Your Turn:

Work with Your Assigned Group to Unwrap and Clearly Articulate the Deeper Meaning of the Standards Assigned to You. For each standard that you unwrap, please develop a graphic organizer like the one provided above.

When your work is complete, please email it to Angela Stockman at
stockmanangela@gmail.com

| Standards Assigned | Pages to Reference | Groups |
|---|---------------------------|---------------|
| Reading Standards for Literature 1-11 | Standards begin on pg. 18 | A |
| Reading Standards for Informational Text 1-10 | Standards begin on pg. 21 | B |
| Foundational Reading Skills 1-4 | Standards begin on pg. 23 | C |
| Writing Standards 1-11 | Standards begin on pg. 28 | C |
| Speaking and Listening Standards 1-6 | Standards begin on pg. 33 | A |
| Language Standards 1-6 | Standards begin on pg. 37 | B |

Additional Portions of the Document to Consider as You Unwrap and Articulate Meaning:

Language Progressive Skills for WRITING and SPEAKING: 41

Standard 10: Range, Quality, and Complexity of Student Reading K-5: 42

WHAT ABOUT INSTRUCTION?

Begin by defining the traditional components of your current English Language Arts curricula. Then, brainstorm potential ways to incorporate 21st Century practices. We'll explore more ideas together as groups share and we learn more over time.

| Reading/Writing Opportunities Identified Within Model Provided | Traditional Practice | Potential 21 st Century Practice |
|--|--|---|
| Guided Reading | Small, homogeneous groups are formed in response to student needs. Students read silently and independently, pausing to read aloud when prompted for assessment purposes. | |
| Literature Study | Small heterogeneous groups are formed relevant to interests, authors, genres, or specific topics/texts. | |
| Interactive Read Aloud | Teacher reads aloud to full class, stopping to demonstrate strategies and generate rich discussion about varied types of text. | |
| Independent Reading | Students read independently and silently, choosing their own texts, sometimes with guidance. During this time, teachers conduct individual conferences. | |
| Guided Writing | Small temporary groups form, comprised of students with similar writing needs. Explicit skills are taught. | |
| Investigations | Students work alone or in groups to engage in authentic project-based learning experiences. They study topics of interest with depth and use varied tools to produce content for real audiences. | |
| Independent Writing | Students work silently and individually on their own pieces, implementing what is learned from daily mini-lessons. | |

EXPLORING A MODEL UNIT:

The model unit articulated on the pages that follow will be informed by a brief presentation. Use the prompts provided here to guide your reflections, and be prepared to share your thoughts upon conclusion.

How does this unit compare to the units that you have designed for your own classroom?

How does it contrast?

What questions do you have about the design of this unit?

What questions do you have about the way instruction was planned and managed?

What questions do you have about the inclusion of 21st century skills?

What specific things might you upgrade in your own practice or curricular design session, based upon what you learned?

What specific support will you need as we move forward this week and throughout the year?

EXPLORING A MODEL UNIT:

A Basic Overview of a Research-Based Kindergarten Unit

- Kindergarten learners will study the life cycle using a variety of texts, face-to-face and distance learning experiences, and experiments.
- They will study how different authors use the facts they have gathered to compose organized texts that reveal what kinds of creatures hatch from eggs.
- They will engage in research relevant to a creature of their own choice that hatches from an egg.
- They will read informational text to gather facts about their chosen creature.
- They will use Draw 4 Free, an iPad app, to capture their notes.
- They will establish a main idea from their notes and choose appropriate supporting details.
- They will organize their facts and details into an effective digital report, using Story Kit, an iPad app.
- They will expand, refine, and revise their thinking and work as they learn more about their chosen content and their own processes as researchers and writers.
- They will share their drafts with a global audience in order to receive additional feedback and contribute to the learning of others.
- They will receive targeted support for their specific comprehension, fluency, and writing needs during guided reading and guided writing sessions.

You may read about this unit and see photographs of how it unfolded in Heather Bitka's classroom here:

<http://tinyurl.com/682wt2z>

EXPLORING A MODEL UNIT

ORGANIZING CENTER=THE RESEARCH PROCESS

ESSENTIAL QUESTIONS THAT STUDENTS MUST ENGAGE IN INQUIRY AROUND= CONTENT+21ST CENTURY SKILLS

- How do researchers use what they learn to help others?
- As researchers, how do we find out which facts are most important?
- Which tools can connect us to those we might learn from best?
- Which tools can help us find and organize these facts best?
- How can we share our research in ways that will matter to others?
- When does it make sense to revise our thinking and work?
- What did we learn that we didn't expect?

| | | |
|---|---|--|
| LITERATURE STUDY <i>Individually selected or small-group selected books relevant to research topics</i> | GUIDED READING LEVELED TEXT (Differentiation and Intervention) | INTERACTIVE READ ALOUD <i>WHAT HATCHES FROM AN EGG? by Norma Gentner</i> |
|---|---|--|

Metacognitive Strategy Instruction and Questions as Provocations for MULTIPLE READINGS:

COMPREHENSION

FLUENCY

**INTERPRETATION, ANALYSIS,
EVALUATION**

INDEPENDENT READING to Extend and Enrich Meaning, Deepen Skills, and Build Motivation

Explicit Instruction and Use of Relevant 21st Century Skills and 21st Century Literacy Strategies

**COLLABORATION
SKILLS**

**COMMUNICATION
SKILLS**

**CONNECTED LEARNING
SKILLS**

**CREATIVITY
SKILLS**

**INFO. LITERACY
STRATEGIES**

**MEDIA LITERACY
STRATEGIES**

**GLOBAL LITERACY
STRATEGIES**

**NETWORK LITERACY
STRATEGIES**

**DIGITAL CITIZENSHIP
STRATEGIES**

GUIDED WRITING AND INVESTIGATIONS

Students **CONSUME** these texts **AND** use these forms of media in order to **PRODUCE** similar texts and forms.

- They write **ABOUT** texts and media forms to respond to guiding and essential questions/reflect
- They work independently or collaboratively to explore topics with depth. They act as tutorial designers, collaboration coordinators, researchers, data curators, scribes, social media experts, story tellers, and/or journalists to create and write **LIKE** the developers of those texts/forms that they read. They use varied tech tools to complete and publish these projects.

INDEPENDENT WRITING FOR GENUINE AUDIENCES :

Students use what has been learned to create an authentic product and distribute it for an audience that will benefit from their work using relevant technologies and/or media outlets. Students must determine their purpose for creating the product and identify their audience in order to choose an appropriate form and outlet.

DETAILED DESIGN

UNIT RATIONALE: Students who are college and career ready value evidence, build strong content knowledge, comprehend as well as critique, and use technology and digital media strategically and capably.

What is the Organizing Center of this Unit? The research process

Measurable Learning Targets: What will students know and be able to do by the end of this unit?

Independently Identify from Informational Text Read:

Main idea, Supporting Details, Use of Facts, Research Process, Revision, Text, Illustration, Organization as a Trait of Writing, Sequence of Events

Effectively Develop in Own Writing:

Guiding Question for Research, Main Idea, Supporting Details, Use of Facts from Varied Sources, Research Process, Revision, Text, Illustration, Organization as a Trait of Writing, Sequence of Events, Note-making,

Independently Demonstrate Foundational Skills:

Follow words left to right independently, Recognize that spoken words are represented by text, Understand that words are separated by spaces, Pronounce c-v-c words accurately, Recognize high frequency words by sight, Read emergent-reader text purposefully

Demonstrate Speaking and Listening Skills:

Active listening, taking turns while others speak, speaking clearly, sharing facts founds, asking questions for clarification, using drawings to share details

Apply Conventions of Standard English:

Use upper and lower case letters appropriately, form plural nouns by adding s, expand complete sentences, spell simple words phonetically, sort facts into categories, correctly use the words facts, research, and revision in conversation

Essential Questions:

- How do researchers use what they learn to help others?
- As researchers, how do we find out which facts are most important?
- Which tools can connect us to those we might learn more from?
- Which tools can help us locate and organize our facts best?
- How can we share our research in ways that will matter to others?
- When does it make sense to revise our thinking and work?
- What did we learn that we didn't expect?

ALIGNMENT OF INSTRUCTIONAL MOMENTS, PURPOSES, AND RESOURCES

| MOMENT: | PROVIDES TEACHERS POTENTIAL TO TEACH AND FORMATIVELY ASSESS: | USING THESE RESOURCES: |
|-------------------------------|--|---|
| GUIDED READING | Targeted comprehension, fluency, listening and speaking and /or language skills | Textbook leveled readers RUBRICS CHECKLISTS ANNOTATED RECORDS |
| LITERATURE STUDY | <ul style="list-style-type: none"> • Main Idea • Supporting Details • Use of Facts • Text • Illustration • Organization as a Trait of Writing • Sequence of Events • Active listening • Taking turns while others speak • Speaking clearly • Sharing facts founds • Asking questions for clarification • Using drawings to share details | Individual or small group–selected text relevant to research topics RUBRICS CHECKLISTS ANNOTATED RECORDS |
| INTERACTIVE READ ALOUD | <ul style="list-style-type: none"> • Main Idea • Supporting Details • Use of Facts • Text • Illustration • Organization as a Trait of Writing • Sequence of Events • Active listening • Taking turns while others speak • Speaking clearly • Sharing facts founds • Asking questions for clarification • Research Process • Revision | <i>What Hatches from an Egg</i> by Norma Gentner RUBRICS CHECKLISTS ANNOTATED RECORDS |

| MOMENT: | PROVIDES TEACHERS POTENTIAL TO FORMATIVELY ASSESS: | USING THESE RESOURCES: |
|----------------------------|---|--|
| INDEPENDENT READING | <ul style="list-style-type: none"> • Sort facts into categories • Main Idea • Supporting Details • Text • Illustration • Organization as a Trait of Writing • Sequence of Events | Student-selected texts RUBRICS CHECKLISTS ANNOTATED RECORDS |
| GUIDED WRITING | Targeted writing skills | <i>What Hatches from an Egg</i> by Norma Gentner Teacher generated models RUBRICS CHECKLISTS ANNOTATED RECORDS |
| INVESTIGATIONS | <ul style="list-style-type: none"> • Guiding Question for Research • Main Idea • Supporting Details • Use of Facts from Varied Sources • Research Process • Revision • Text • Illustration • Note-making • Organization as a Trait of Writing • Sequence of Events • Correctly use the words facts, research, and revision in conversation | Student-chosen or small-group selected texts Text shared by Skype Reading Tutor Teacher generated models RUBRICS CHECKLISTS ANNOTATED RECORDS |
| INDEPENDENT WRITING | <ul style="list-style-type: none"> • Use upper and lower case letters appropriately • Form plural nouns by adding s • Expand complete sentences • Spell simple words phonetically • Sort facts into categories • Main Idea • Supporting Details • Use of Facts from Varied Sources • Research Process • Revision • Text • Illustration • Note-making • Organization as a Trait of Writing • Sequence of Events | <i>What Hatches from an Egg</i> by Norma Gentner Student drafts and final copies RUBRICS CHECKLISTS ANNOTATED RECORDS |

What Will Learners Create and Share with Authentic Audiences?

They will create a digital report that reveals what they have learned through their research about a selected creature that hatches from an egg. This will be produced using the iPad applications Draw 4 Free and Story Kit. These drafts will be housed online and shared with a global audience, who may provide feedback in order to prompt revision or learn from these writers as they conduct their own investigations.

What Should the Rough and Final Drafts of this Product Enable Us to Assess?

- Use upper and lower case letters appropriately
- Form plural nouns by adding s
- Expand complete sentences
- Spell simple words phonetically
- Sort facts into categories
- Develop a Main Idea
- Include Supporting Details
- Use of Facts from Varied Sources to Introduce Creature that Hatches from Egg
- Use of the Research Process
- Revision
- Ability to Create Relationship Between Text and Illustration
- Visual Note-making Skills
- Organization as a Trait of Writing
- Sequence of Events

Work with Your Team to Articulate this Unit's Alignment to the Standards

Use This Example to Inform Your Notation Process:

RL. 6. 1 = Reading Literature. Grade Six. Standard 1

Reading Literature (RL)

Reading Informational Text (RI)

Writing (W)

Reading: Foundational Literacy Skills (RF)

Listening and Speaking (LS)

Language (L)

Work with Your Grade Level Team to Design Your Own CCLS Aligned Unit

Please use the template provided to guide your work.

Then, submit your completed copy to Angela Stockman at stockmanangela@gmail.com

Feedback will be provided, as per SED's guidelines, and you will use this feedback to make revisions.

UNIT RATIONALE:

What is the Organizing Center of this Unit?

Measurable Learning Targets: What will students know and be able to do by the end of this unit?

Essential Questions:

ALIGNMENT OF INSTRUCTIONAL MOMENTS, PURPOSES, AND RESOURCES

| MOMENT: | PROVIDES TEACHERS POTENTIAL TO TEACH AND FORMATIVELY ASSESS: | USING THESE RESOURCES: |
|-----------------------------------|---|-------------------------------|
| GUIDED READING | | |
| LITERATURE STUDY | | |
| INTERACTIVE READ ALOUD | | |

| MOMENT: | PROVIDES TEACHERS POTENTIAL TO FORMATIVELY ASSESS: | USING THESE RESOURCES: |
|---------------------|--|------------------------|
| INDEPENDENT READING | | |
| GUIDED WRITING | | |
| INVESTIGATIONS | | |
| INDEPENDENT WRITING | | |

Which 21st Century Literacy Skills and Strategies Will Learners Use?

What Will Learners Create and Share with Authentic Audiences?

ADDITIONAL RESOURCES THAT MAY SUPPORT OUR WORK

| | |
|--|---|
| <p>Formative Assessment of Fluency, Comprehension, and Word Solving Skills</p> <p>Unit:</p> <p>Lesson:</p> <p>Story:</p> | <p>KEY</p> <p>Fluency Assessment: SC Self-Corrects O Omits S Substitutes I Inserts REP Repeats REV Reverses</p> <p>Comprehension Assessment: + Reader applies target skill independently ✓ Reader applies target skill with support -- Reader cannot apply target skill, even with support</p> <p>Word Solving Assessment P Uses Phonemic Strategies V Uses Visual Strategies M Uses Morphemic Strategies L Uses Linking Strategies I Uses Inquiry/Research to Determine Meaning of Words</p> |
|--|---|

| Name of Student | Fluency Assessment | Comprehension Assessment | Word Solving Assessment | Notes |
|-----------------|-----------------------------------|------------------------------------|-------------------------|-------|
| | __SC __O __SUB __I __REP __REV | Skill of the Week: + ✓ -- | __P __V __M __L __I | |
| | __SC __O __SUB __I __REP __REV | Skill of the Week: + ✓ -- | __P __V __M __L __I | |
| | __SC __O __SUB __I __REP __REV | Skill of the Week: + ✓ -- | __P __V __M __L __I | |
| | __SC __O __SUB __I __REP __REV | Skill of the Week: + ✓ -- | __P __V __M __L __I | |

Guided Reading Self or Peer Assessment Tool

Teacher: _____ Date: _____

| Phase | Instructional Strategies Used | What I Saw or Heard |
|----------------------|--|---------------------|
| Introduction to Text | <input type="checkbox"/> Activation of background knowledge <input type="checkbox"/> Students invited to share thinking <input type="checkbox"/> Students say and locate specific words in text <input type="checkbox"/> Students challenged to make connections <input type="checkbox"/> New vocabulary is revealed and used in contexts that establish meaning <input type="checkbox"/> Attention drawn to writer's craft <input type="checkbox"/> Attention drawn to authenticity or accuracy of text <input type="checkbox"/> Attention drawn to illustrations, tables, charts, or graphs <input type="checkbox"/> Attention drawn to text type Other: | |
| Reading the Text | <input type="checkbox"/> Fluency skills are defined and modeled for readers <input type="checkbox"/> Comprehension skills are defined and strategies are modeled for readers <input type="checkbox"/> Word solving skills are defined and strategies are modeled for readers <input type="checkbox"/> Readers are prompted to employ fluency skills <input type="checkbox"/> Readers are prompted to employ comprehension skills <input type="checkbox"/> Readers are prompted to employ word-solving skills <input type="checkbox"/> Fluency is assessed and findings are documented <input type="checkbox"/> Comprehension is assessed and findings are documented <input type="checkbox"/> Word solving is assessed and findings are documented Other: | |

| | | |
|------------------------------------|--|--|
| Discuss the Meaning | <p>___ Students pose questions for clarification</p> <p>___ Students pose questions that prompt discussion and meaning-making</p> <p>___ Students are taught strategies for engaging in rich discussion</p> <p>___ Students question, infer, summarize, connect, visualize, determine importance, and synthesize what is read</p> <p>___ Students access text to respond to questions rather than basing responses on personal experiences or connections alone.</p> <p>Other:</p> | |
| Teaching for Processing Strategies | <p>___ Students revisit the text to reinforce comprehension, fluency, or word-solving skills</p> <p>___ Teacher provides explicit demonstrations of strategic actions using portions of the text</p> <p>Other:</p> | |
| Word Work | <p>___ Teacher models word analysis strategies</p> <p>___ Students engage in word analysis</p> <p>___ Students use manipulatives to engage in word study</p> <p>Other:</p> | |
| Extending Meaning | <p>___ Students use writing, drawing, or extended talk to explore any part of the text with greater depth.</p> <p>Other:</p> | |

Assessment: Aligning Targets with Types and Thinking About.....Tech Tools

| Learning Targets ↓ | Examples of Contemporary Tools | | | |
|-----------------------|---|---|--|---|
| | <i>Level 1: Selected Response</i> | <i>Level 2: Constructed Response</i> | <i>Level 3: Performance</i> | <i>Level 4: Conference</i> |
| | CPS Systems Google Survey Survey Monkey Text the Mob Moodle Wall Wisher Zoho Documents Poll Daddy Mindmeister Flashcards App for iPad Flashcards Deluxe Lite for iPad | Blog Posts Blog Comments Wiki Discussions Email Exchanges Ning Exchanges Etherpad Tweets Edmoto Replies Voicethread Comments Moodle Comments and Discussions Noteboard App for iPad Share Board App for iPad Write Essay App for iPad | Wiki Editing Comic Generators Digital Storytelling Scribus Mixbook Storybird Google Sketchup Prezi Animoto YouTube iMovie App for iPad Videolicious App for iPad StoryKit App for iPad | Skype Elluminate Live Messaging Chat Twitter Edmodo Adobe Connect Gogrok Livestream OpenSim Second Life Zoho Meeting |
| | Traditional Assessment Tools | | | |
| | MC, True/False, Matching and Fill in the Blank can assess acquisition of knowledge | Constructed response can tap understandings of relationships among elements of knowledge | | Can ask questions, evaluate answers, and infer mastery *Time Consuming |
| Reasoning Proficiency | Traditional Assessment Tools | | | |
| | Can assess understanding of basic patterns of reasoning | Written descriptions of complex problem solutions can provide a window into reasoning proficiency | Can observe students engaged in problem-solving and infer reasoning proficiency | Can ask a student to think-aloud or prompt with questions to probe reasoning |
| Skills | Traditional Assessment Tools | | | |
| | Can assess mastery of the knowledge prerequisites to skillful performance, but can't rely on these to tap the skill itself | | Can evaluate the skills as they are being performed | Strong match when measuring proficiency of oral communication skills; teachers can also assess mastery of knowledge requisite to skillful performance |

| Learning Targets ↓ | Examples of Contemporary Tools | | | |
|-----------------------|---|---|--|---|
| | <i>Level 1: Selected Response</i> | <i>Level 2: Constructed Response</i> | <i>Level 3: Performance</i> | <i>Level 4: Conference</i> |
| | CPS Systems Google Survey Survey Monkey Text the Mob Moodle Wall Wisher Zoho Documents Poll Daddy Mindmeister Flashcards App for iPad Flashcards Deluxe Lite for iPad | Blog Posts Blog Comments Wiki Discussions Email Exchanges Ning Exchanges Etherpad Tweets Edmoto Replies Voicethread Comments Moodle Comments and Discussions Noteboard App for iPad Share Board App for iPad Write Essay App for iPad | Wiki Editing Comic Generators Digital Storytelling Scribus Mixbook Storybird Google Sketchup Prezi Animoto YouTube iMovie App for iPad Videolicious App for iPad StoryKit App for iPad | Skype Elluminate Live Messaging Chat Twitter Edmodo Adobe Connect Gogrok Livestream OpenSim Second Life Zoho Meeting |
| | Traditional Assessment Tools | | | |
| | Can assess mastery of the knowledge prerequisites to skillful performance, but can't rely on these to assess the quality of the product itself | | A strong match can assess: a. proficiency in carrying out steps in creation b. attributes of the creation itself | Can probe procedural knowledge and knowledge of attributes of creations—but not quality |
| Dispositions | Traditional Assessment Tools | | | |
| | Selected response questionnaire items can tap student attitudes, behaviors, and inclinations | Constructed response can reveal embodiment and growth of dispositions | Can infer development of dispositions from behavior and products | Conversation can reveal development and growth of dispositions |

This document is a work in progress and a synthesis of the thinking of these experts:

Churches, Andrew. Educational Origami. Wikispaces, Accessed February 24, 2010.
<http://edorigami.wikispaces.com/Bloom%27s+Digital+Taxonomy>

Hayes-Jacobs, Heidi. Curriculum 21: Essential Education for a Changing World. Alexandria, VA: Association for Supervision and Curriculum Development, 2010

Stiggins, Richard J. Student-Involved Assessment, 3rd ed. Columbus, Ohio: Merrill Education, 2001

Essential Questions: Tips from Jamie McKenzie

Framing Essential Questions

Essential questions remove students and teachers from simply being information gatherers to actual consumers of information. Essential questions require students to make meaning from the information they have gathered by analyzing, synthesizing, or evaluating the information based on specific criteria they have set up through subsequent questions. The answers to essential questions cannot be found in a book or on a website. Students must construct their own answers and create new meaning from the information they have gathered.

Qualities of an essential question:

- ✚ Answers cannot be found, they must be constructed.
- ✚ They cast old knowledge, ideas, texts in a new light.
- ✚ They generate multiple answers and perspectives.
- ✚ They generate more questions.
- ✚ They lead to discovery and uncoverage, as opposed to simply covering a topic.
- ✚ They are engagingly framed.
- ✚ They are higher-order; they always take us to analysis, synthesis and evaluation.
- ✚ Students must go beyond the information given to develop their answers.

Putting Power Behind the Questions:

“Which one” questions ask students to collect information and make informed decisions. For example, instead of asking students to do a report on a particular disease, ask them which serious disease most deserves research funding.

“Which is best?” Comparisons require fresh thinking. Students will be unable to copy and paste their answers to these questions. Compare the writing style of three authors, the attributes of three simple machines, the cultures of three cities.

“How” questions ask students to understand problems, weigh options and propose solutions. For example, asking students to propose a solution on an environmental problem in our community is much more powerful than asking students to write a report on pollution.

“What do you suppose will happen” questions ask students to use the knowledge they have to look ahead and consider what is likely to happen. This requires them to make predictions based on a number of factors and then test those predictions. What do you suppose would happen if we did not have rules?

“Should” questions require students to make decisions based on evidence. Should the United States make English our official language? Should Berthoud build a youth center? Should stem cell research be funded?

“Why” questions require students to look at cause and effect relationships. It helps students get the core of an issue or problem. For example, “Why is the mortality rate higher in a third world country than another?”

English Language Arts Curriculum Mapping

| Content | Skills | Assessments | Resources | Standards |
|--|---|--|---|---|
| <p>Content is defined as what students must know.</p> <p>These topics or concepts are most often articulated as</p> <p>Noun/Noun Phrase: Descriptor</p> <p>Examples:</p> <p>A. Literary Analysis: Author's Purpose</p> <p>B. Writing Process: Peer Review</p> <p>C. Blogging: Differentiating between commenting and complimenting on blog posts</p> <p>D. Research: Task Definition</p> | <p>Skills are defined as what students must do, relative to content</p> <p>Skills are typically articulated with a measurable verb, target, and descriptor</p> <p>Measurable verbs do not include demonstrate, understand, know, show, use.</p> <p>Targets describe the mode used to assess the skill. They include: in writing, orally, visually, aurally, manually, electronically, manipulatively, kinesthetically</p> <p>Descriptors provide explicit details that further refine content.</p> <p>Examples:</p> <p>A. Assess author's ability to inform readers in writing.</p> <p>B. Orally compose warm and cool feedback in response to the written work of a peer.</p> <p>C. Electronically compose high quality comments in response to posts written by peers.</p> <p>D. Define a community or school problem in writing.</p> | <p>Measurements of learning.</p> <p>All skills within each unit must be assessed.</p> <p>Assessment purposes include:</p> <p>F=classroom formative, occurring during guided practice, to inform instruction</p> <p>B=benchmark, provided to common groups of students by multiple teachers at a given moment in time to measure performance against a standard</p> <p>S=summative, occurring at the end of learning, to measure mastery</p> <p>Assessment types include:</p> <p>SR= selected response</p> <p>CR= constructed response</p> <p>P =performance</p> <p>C=conference</p> <p>O=observation</p> <p>Assessment tools are aligned to types according to function</p> <p>Documentation tools are aligned to types according to function. These are placed in parenthesis after the assessment type and assessment tool.</p> <p>Examples:</p> <p>A. F, CR Journal Entry (Rubric)</p> <p>B. F, O Podcast (Rubric)</p> <p>C. F, CR Blog Comments (Rubric)</p> <p>D. S, CR Research Thesis (Rubric)</p> | <p>Books, textbooks, novels, short stories, articles etc....</p> <p>A. Autobiography of Gerda Weismann Klein</p> | <p>Reading Literature (RL)</p> <p>Reading Informational Text (RI)</p> <p>Foundational Skills (RF)</p> <p>Writing (W)</p> <p>Listening and Speaking (LS)</p> <p>Language (L)</p> <p>Standard. Grade Level. Number</p> <p>Example:</p> <p>RL. 6.1= Reading Literature. Grade 6. Standard 1</p> |

A SAMPLE MAP

| Time Period | Content What Students Must Know | Skills What Students Must Do, Relative to Content | Assessments | Resources | Standards |
|------------------------|---|---|---|---|-----------|
| September- November | <p>A. Genres Consumed: A1. Historical Fiction</p> <p>A2. Realistic Fiction</p> <p>B. Literary Elements: B.1 Setting</p> <p>B.2 Plot</p> <p>B.3 Character</p> <p>B.4 Theme</p> | <p>A. Genre Study: A.1 Identify the characteristics of historical fiction in writing</p> <p>A2. Identify the characteristics of realistic fiction in writing</p> <p>B. Literary Elements: B.1 Describe the setting and plot of each story in writing.</p> <p>B.2 Outline the plot in writing.</p> <p>B.3 Describe the main character in writing.</p> <p>B.4 Create a cartoon that reveals the theme</p> | <p>A. Genre Study: A1.-A.3 F, CR, Journal</p> <p>B. Literary Elements: B.1 F, CR, think & ink</p> <p>B.2 F, CR, think & ink</p> <p>B.3 F, CR, Graphic Organizer</p> <p>B.4 F, CR, Cartoon</p> <p>B.1 – B.4 S, SR/CR Wkly Test</p> | <p>Unit 1 Resources from Heinemann Textbook Series</p> <p>Unit 1 Resources from Heinemann Textbook Series</p> | |

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| | <p>C. Comprehension: C.1 Visualize</p> <p>C.2 Inferring</p> <p>C.3 Summarize</p> <p>C.4 Important Ideas</p> <p>C.5 Questioning</p> | <p>C. Comprehension: C.1 Draw the setting and label the details, using evidence from the text.</p> <p>C2. Make an inference about the main character orally, using text evidence</p> <p>C.3 Retell the sequence of events in realistic fiction, orally</p> <p>C.4 Identify important ideas in writing</p> <p>C.5 Construct a think and search question, in writing</p> | <p>Comprehension C.1 F, CR, Draw, Label, Caption</p> <p>C.2 F, C, Conference</p> <p>C.3 F, C, Conference</p> <p>C.4 F, C, Conference</p> <p>C.5 F, CR, Blog Post</p> <p>C.1-C.4 S, CR/SR, Unit Test</p> | <p>Unit 1 Resources from Heinemann Textbook Series</p> | |
| | <p>D. Independent Reading Skills/Reading Appreciation: D.1 Reading for Pleasure</p> <p>D. 2 Evaluating and Choosing Text</p> <p>D. 3 Locating Sources for Books</p> | <p>D. Independent Reading Skills/Reading Appreciation D.1 Self assess interests in writing and align book choices</p> <p>D.2 Use strategies to choose appropriately leveled books</p> <p>D.3 Locate reading materials from various outlets</p> | <p>D. Independent Reading Skills/Reading Appreciation D.1 F, CR, Self-Assessment Scale</p> <p>D.2 F, P, Book Selection</p> <p>D.3 F, CR, Reading Log/Record and RSS Feed</p> | <p>Student-selected texts: hard copy and digital</p> | |

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| | D.4 Assessing Needs | D.4 Define conflicts, challenges, and curiosities relevant to reading for pleasure orally and in writing. | D.4 F, C, Reading Conference | | |
| | D.5 Building Community | D.5 Share opinions about texts read orally and in writing | D. 5 F, P, Voice Thread Book Reviews | | |
| | E. Fluency: E.1 Expression | E. Fluency E.1 Use different tones and expressions to show emotion while reading orally. | E.1-4 F, P, Annotated Records Captured During Guided Reading | Leveled Readers Aligned to Textbook Series | |
| | E.2 Rate | E.2 Use different rates of speed while reading orally to reflect appropriate dialogue and descriptions. | | | |
| | E.3 Phrasing | E.3 Follow the cues of punctuation while reading orally. | | | |
| | E.4 Accuracy | E.4 Read an appropriately challenging passage aloud to practice decoding. | | | |

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| | <p>F. Word Work: F.1 Synonyms</p> <p>F.2 Greek & Latin Roots</p> <p>F.3 Unfamiliar Words</p> <p>F.4 Word Endings (ed, s)</p> <p>F.5 Suffixes (ly, ous)</p> <p>G. Writing Genres Produced: G.1 Historical Fiction</p> | <p>F. Word Work F.1 Contribute to a collaborative digital thesaurus, adding synonyms for assigned words.</p> <p>F.2 Orally identify Greek or Latin roots in words while decoding words.</p> <p>F.3 Use context clues to help determine the meanings of unfamiliar words orally.</p> <p>F.4 Use using word endings (-ed,s)_ to determine the meanings of words orally.</p> <p>F.5 Use the suffixes (-ly, -ous) to determine the meaning of words orally.</p> <p>G. Writing Genres Produced: G.1 Publish a research-based piece of historical fiction that includes a historical setting, protagonist, antagonist, historically relevant conflict and resolution, and global theme.</p> | <p>F.1 F, CR, Digital Thesaurus</p> <p>F.2 F, O, Annotated Records During Guided Reading</p> <p>F.3 F, O, Annotated Records During Guided Reading</p> <p>F. 4 F, O, Annotated Records During Guided Reading</p> <p>F.5 F, O, Annotated Records During Guided Reading</p> <p>G. 1 F, CR, Draft of Historical Fiction</p> <p>G. 1 S, CR, Final Copy of Historical Fiction</p> | <p>Textbook support materials and teacher generated resources</p> <p>Mentor Texts (Examples) of Historical Fiction: <i>Daniel's Story</i> and <i>Lisa's War</i> by Carol Matas</p> | |
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| | <p>H. Writing Process: H.1 Prewriting via Brainstorming</p> <p>I. Writing Traits I.1 Ideas</p> <p>J. 21st Century Literacies: Information Literacy</p> <p>K. 21st Century Skills: Connect</p> | <p>H. Writing Process: H.1 Produce a mind map of potential topics for historical fiction</p> <p>I. Writing Traits: I. 1 Use imagery to show rather than tell the reader about characters and setting</p> <p>J. 21st Century Literacies: Information Literacy J.1 Locate three pieces of valid research relevant to selected historical time period, bookmark them using a social bookmarking site of choice, annotate relevant evidence and highlight.</p> <p>K. 21st Century Skills: Digital Connect K.1 Friend classmates engaged in similar research on social bookmarking site, evaluate their resources and annotations, and favorite those that are valuable to own research.</p> | <p>H.1 F, CR, Mind Map</p> <p>I.1 F, CR, Draft of Historical Fiction I.1 S, CR, Final Copy of Historical Fiction</p> <p>J.1 F, P, Social Bookmarking Archive</p> <p>K.1 F, P, Social Bookmarking Archive</p> | <p>An excerpt from <i>Bird by Bird</i> by Anne Lamot</p> <p>100 Traits-Based Comments</p> <p>Silvia Tolisano's <i>Guide to 21st Century Skills</i> and Langwitches Blog</p> | |
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